



Malcolm C Hursey Elementary

4542 Simms Street
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	333 Students	
Principal	LaDene' Conroy	843-745-7105
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

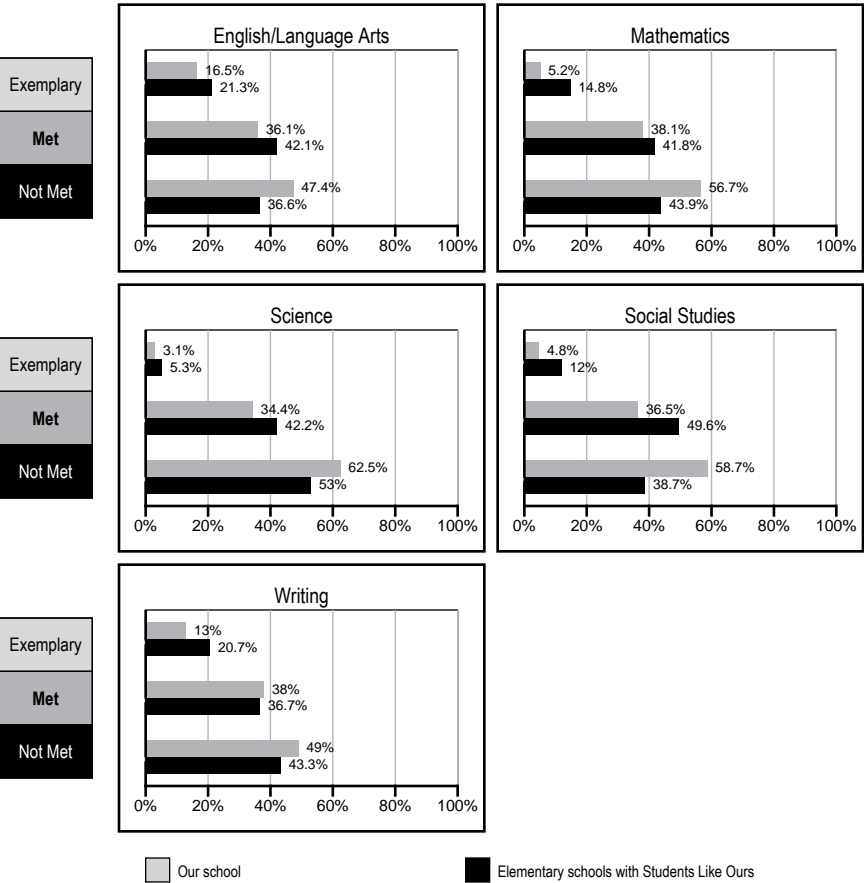
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	55	52	31

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=333)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 3.1%	2.5%	1.9%
Attendance rate	94.9%	Down from 95.1%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Down from 3.0%	2.8%	10.0%
With disabilities other than speech	6.5%	Down from 9.5%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 1.0%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.0%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	52.9%	Up from 40.0%	57.1%	59.4%
Continuing contract teachers	41.2%	Up from 40.0%	70.7%	80.0%
Teachers with emergency or provisional certificates	4.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	73.7%	Up from 71.1%	81.5%	85.9%
Teacher attendance rate	95.4%	Up from 94.2%	95.2%	95.1%
Average teacher salary*	\$40,490	Up 3.3%	\$45,710	\$47,149
Professional development days/teacher	8.2 days	Down from 20.4 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 87.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Good	Excellent
Dollars spent per pupil**	\$10,326	Up 8.9%	\$8,673	\$7,458
Percent of expenditures for instruction**	63.7%	Down from 65.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	59.6%	Down from 59.7%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Malcolm C. Hursey aligns itself to innovative practices and creative programming that guarantees results. We collaborate as a professional learning community and work in concert with our community partners as we are making school by hand. Hursey has constructed their first Montessori Children's House in a Title I school. The two primary units invite 40 two to five year olds. The teachers completed their practicum at Lander University program of study to be Montessori certified. Next year the elders (five year olds) bridge to the first Lower Elementary Montessori class. We continue to offer single-gender classrooms in fifth grades, decreasing our behavior referrals.

Our academic rigor offers best literature as a tool to motivate and connect students to authentic daily reading and writing experiences across all content areas. The teaching staff participates in weekly team meetings to sustain professional development and analyze the data. Our two data walls provide a visual that shows we are rigorous and intentional about our teaching. The instructional coaching models afford our teaching staff an "over-the-shoulder" perspective in early childhood, elementary and Montessori strategies, tools and resources paired with research-based best practices based on the National Professional Development Standards. The Charleston Plan for Excellence leads Hursey with its instructional framework. The School Improvement Council, The Leadership Team and teaching staff work collaboratively to implement the school renewal, technical assistance and Title I plan. The SC State Standards and the Coherent Curriculum are the guides for instructional planning and delivery. We set the goals high and nurture the phases of learning development for each child. The teachers are expected to explain, model, demonstrate, guide, coach and inspire children daily. Our academic interventions are carefully monitored and adjusted to insure academic growth and behavioral success.

We offer a hearty physical education program meeting all the state defined guidelines. Connecting families to outside agencies fortifies a network of productive persons who problem-solve and share best plans on behalf of children. We rely on our strong character education program paired with positive intervention systems. Our partnerships with Mental Health, Reading Soul Mates, Senior AmeriCorps Volunteers, School of the Arts senior teacher cadets, and Parks and Recreation mentors and volunteers, plus business partners like the I'ON GROUP, strengthen our continuum of services we offer our students and support instructional needs. We offer parenting classes, job-seeking skills, health related sessions, Motherread, computer classes, and other related services. Our on-site Reading Buddies program (reading side-by-side) ties our younger students to mature readers to build and strengthen fluency.

Our positive culture and climate creates a nurturing environment where all students may reach their potential and parents feel and know they are welcome. Our focused commitment nourishes the children's progress towards academic success. The "golden compass" continues to guide us to brighter horizons as we prepare to launch new learning landscapes at Malcolm C. Hursey Elementary.

La Dene' A. Conroy, Principal
Myra Summers, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	35	28
Percent satisfied with learning environment	96.9%	80.0%	85.7%
Percent satisfied with social and physical environment	90.6%	85.7%	85.7%
Percent satisfied with school-home relations	84.4%	79.4%	85.7%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	110	99.1	45	36	19	75	84.9	82.8	Yes	Yes
Gender										
Male	53	98.1	61.7	27.7	10.6	59.6	81.8	79.3	N/A	N/A
Female	57	100	30.2	43.4	26.4	88.7	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	95	99	45.3	38.4	16.3	74.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	18	100	50	25	25	68.8	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	105	99.1	46.3	35.8	17.9	74.7	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	110	98.2	53.5	41.4	5.1	60.6	81	78.9	Yes	Yes
Gender										
Male	53	96.2	60.9	34.8	4.3	50	79.3	77	N/A	N/A
Female	57	100	47.2	47.2	5.7	69.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	95	97.9	54.1	42.4	3.5	60	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	37.5	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	105	98.1	54.3	41.5	4.3	59.6	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	71	100	59.1	36.4	4.5	40.9	68.9	67.5
Gender								
Male	33	100	N/AV	N/AV	N/AV	31	68.2	67
Female	38	100	51.4	40.5	8.1	48.6	69.6	68
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	63	100	61	35.6	3.4	39	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	13	100	58.3	33.3	8.3	41.7	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	67	100	59.7	37.1	3.2	40.3	50.2	55.1

Social Studies

All Students	70	98.6	56.9	38.5	4.6	43.1	76.8	72.3
Gender								
Male	34	100	69.7	27.3	3	30.3	75.3	71.5
Female	36	97.2	43.8	50	6.3	56.3	78.4	73.2
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	60	98.3	56.4	40	3.6	43.6	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	66	98.5	57.4	37.7	4.9	42.6	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	114	93.9	49	38	13	51	74.1	70.2	94.9	96
Gender										
Male	55	96.4	67.3	26.5	6.1	32.7	67.8	63.2	95	95.9
Female	59	91.5	31.4	49	19.6	68.6	80.6	77.5	94.7	96.1
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	90.4	79.1	92.6	95.9
African American	99	93.9	51.7	35.6	12.6	48.3	59.2	57.6	95	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	96.7	97
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	62.6	96.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	18	66.7	N/AV	N/AV	N/AV	16.7	29.6	26.1	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.2	61.2	96.2	96.5
Socio-Economic Status										
Subsidized meals	107	93.5	50.5	37.6	11.8	49.5	59.1	58.9	94.9	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	97.6	48.6	27	24.3	51.4
	4	32	100	51.6	35.5	12.9	48.4
	5	36	100	34.4	46.9	18.8	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	97.6	70.3	24.3	5.4	29.7
	4	32	100	48.4	45.2	6.5	51.6
	5	36	97.2	38.7	58.1	3.2	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	20	100	50	38.9	11.1	50
	4	32	100	N/AV	N/AV	N/AV	25.8
	5	19	100	41.2	52.9	5.9	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	21	95.2	73.7	21.1	5.3	26.3
	4	32	100	54.8	41.9	3.2	45.2
	5	17	100	40	53.3	6.7	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	42	97.6	44.7	39.5	15.8	55.3
	4	32	96.9	50	36.7	13.3	50
	5	40	87.5	53.1	37.5	9.4	46.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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